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ABSTRACT

This report presents a summary of data and information compiled from projects for educationally deprived children in the state of Montana funded by Title I, Elementary and Secondary Education Act. Achievement data is presented for reading and mathematics. An analysis of pre- and post-test data indicates that students in the reading programs made satisfactory progress; however, in many cases, the student gains did not reach the expectancy gains as established by the local school district officials. An analysis of pre- and post-test data indicates that students in the mathematics programs made satisfactory progress. Student gains exceeded the expectancy objectives as established. Data reported by school district officials revealed that mean deficiencies were greater at the high school and junior high school level than the primary or intermediate school level. (Author/AM)

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STATE ANNUAL EVALUATION REPORT FOR 1974-75 TITLE I ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 PUBLIC LAW 89-10, as amended

MAY 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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State of Montana
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Helena 59601

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PREFACE

The purpose of Title I evaluation is to provide a sound basis for determining whether programs are to be expanded, modified or shifted in terms of objectives and activities. Evaluation is essential to secure quantitative and qualitative evidence to ascertain the impact of Title I on educationally deprived children.

An annual evaluation of Montana's ESEA Title I programs is required by federal law. The Title I staff in my office has the responsibility for evaluating programs and disseminating information to school officials and other interested parties about projects and programs designed to strengthen the education of educationally deprived children.

This report contains a summary of data and information compiled from Title I programs operated by school districts and deals only with programs for educationally deprived children. Specialized programs conducted for children of migratory agricultural workers and for handicapped, neglected and delinquent children residing in state-supported institutions are described in separate reports.

Major responsibility for the preparation of this report was assumed by Dean M. Lindahl, ESEA Title I Supervisor, with the assistance of Dan Ferriter, Jay McCallum and Jerry Shanley, ESEA Title I Program Specialists, and Mrs. Violet Kelley, ESEA Title I Fiscal Administrator.

DOLORES COLBURG

Superintendent of Public Instruction

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BASIC STATISTICAL DATA

Fourth among the states in geographic area, Montana ranks forty-fourth in population. Montana's 147,138 square miles had a population of 694,409 according to the 1970 federal census, less than five persons per square mile. Almost one-third of the total population reside in five of the largest population centers. There are 56 counties. The capital is Helena, located about 15 miles east of the Continental Divide in Lewis and Clark County.

During the 1974-75 school year, the state had 476 elementary school districts and 167 high school districts. In the 476 elementary school districts there were 641 schools of which 151 (24 percent) were one-teacher schools, 66 (10 percent) were two-teacher schools, 31 (5 percent) were three-teacher schools and 393 (61 percent) were more than three teacher schools. In addition, there were 167 high school districts with 172 high schools. There were 26 accredited junior high schools serving grades 7, 8 and 9. Consolidations of smaller districts have occurred at an ever increasing rate during recent years. However, some districts are so geographically isolated that consolidation is not feasible. Ten years ago there were 775 elementary school districts operating 829 schools and 167 high school districts operating 171 high schools. Thus, in ten years' time the number of Montana's elementary school districts has decreased by 299 or 39 percent and the number of elementary schools has decreased by 188 or 23 percent. During 1974-75 slightly more than 180,000 pupils (26 percent of the state population) were enrolled in Montana's public and nonpublic schools. Almost 11,000

teachers, administrators and other professional personnel staffed these schools. The average pupil to certified staff ratio in public schools was 17 to 1.

A total of 351 districts (224 elementary districts and 127 high school districts) were eligible for Title I funds and were assigned an allocation. However, 189 districts were eligible because of the "hold harmless" provision of the Act. Almost 40 percent of the eligible Title I districts had an allocation less than the $2,500 minimum amount established to assure a project of size, scope and quality as outlined in the federal regulations. As a result, many districts combined their allocations in a cooperative project in order to qualify for a program. The total allocation for Parts A, B and C for fiscal year 1975 was 4.7 million dollars. During the year, there were 55 single district projects and 70 projects were cooperative projects including two or more districts. The largest elementary district allocation was $336,492 and the largest high school allocation was $141,566. The smallest allocation among all districts was $113.

Table I shows the number of projects, the number of districts and state institutions in the projects and the amount of funds approved and expended by type of funds during the tenth year of Title I operations in Montana.

Fiscal year 1973 funds impounded by former President Richard M. Nixon were ordered released by court action. These funds, identified as carry-over funds, were available along with fiscal year 1974 funds for use during the 1974-75 school year. Table I also shows that 92 percent of

TABLE I

AMOUNT OF FUNDS APPROVED AND EXPENDED BY TYPE OF FUNDS

Type of Funds	Fiscal Year Funds	Number of Projects[1]	Number of Districts[2]	Amount of Funds Approved	Amount of Expenditures
Part A	1975	125	201	$1,989,863	$1,717,033
Part A	1974	134	210	809,748	760,596
Part A	1973	97	156	329,854	312,530
Part B	1974	10	14	256,827	221,243
Part B	1973	18	19	261,912	239,372
Part C	1974	6	6	8,953	8,602
Part C	1973	5	5	12,937	12,862
Migratory	1975	1	10[3]	538,508	538,508
Migratory	1974	1	10[3]	418,566	418,566
	Subtotal for LEA			$4,627,168	$4,229,312
State Inst.	1975	8	9[4]	$ 421,804	$ 392,183
State Inst.	1974	7	9[4]	97,541	95,666
State Inst.	1973	5	9[4]	12,191	11,797
	Subtotal for State Institutions			$ 531,536	$ 499,646
	Grand Total all Programs			$5,158,704	$4,728,958

[1] Projects may be counted more than once. A project may be supported with more than one type of funds.

[2] The maximum number of districts in Title I projects is 210 for 1974-75. It is possible for a district to be in a project supported by more than one type of funds.

[3] One school district is the subgrantee for the migrant program and operates the program at ten sites. Each site is located in a school district.

[4] There are nine state institutions for handicapped, neglected and delinquent children.

all funds approved during 1974-75 were expended for programs to assist educationally disadvantaged children.

The data in Table II show an unduplicated count by grade of the number of participants who actually participated in Title I during 1974-75. A review of this table shows that almost 6 percent of all participants were nonpublic school children, almost 82 percent were elementary school children, grades one through eight, and the largest number of participants (about 35 percent) were in the fourth, fifth and sixth grades. Perhaps this indicates that the greatest need for special assistance occurs during the time the children pass through the intermediate grades. In addition to the number of participants reported in Table II, there were 1,429 migrant children in a summer program and 833 participants in state institutions for handicapped, neglected and delinquent children receiving services. The average cost per Title I participant is $466 or about one-half of the state average per pupil cost of education.

The data in Table III show project participants by area of concentration (cognitive, affective and psychomotor domain). This table shows that most of the children in the cognitive domain were in language arts, reading and mathematic programs. As a matter of fact, a few more than 77 percent were in reading programs and almost 44 percent in mathematics programs. If language arts could be included with reading, almost 95 percent of all participants were in a communicative skills program.

The data in Table III also show project participation in the affective and psychomotor domain. A study of the table shows that almost 44 percent of

TABLE II

PROJECT PARTICIPATION BY GRADE

Grade Level (1)	Public School Children (2)	Nonpublic School Children (3)	Youth Not Enrolled in Any School (4)	Total Participants (Cols. 2+3+4) (5)
Kindergarten	60	0	0	60
Grade 1	514	34	1	549
Grade 2	756	52	0	808
Grade 3	811	54	0	865
Grade 4	878	45	0	923
Grade 5	880	61	0	941
Grade 6	868	32	0	900
Grade 7	683	46	0	729
Grade 8	615	33	1	649
Grade 9	597	41	3	641
Grade 10	407	26	15	448
Grade 11	179	12	19	210
Grade 12	116	34	20	170
Total	7,364	470	59	7,893

all participants were being helped in the area of self-image and 38 percent were being helped in the area of attitude. Almost a third received special assistance with their study skills.

Each year state education agencies are requested to submit to the U.S. Office of Education a state summary of ESEA Title I programs. A copy of the summary for Montana is found on pages seven and eight of this report.

TABLE III

PUPIL PARTICIPATION BY AREA OF CONCENTRATION
(COGNITIVE, AFFECTIVE AND PSYCHOMOTOR DOMAIN)

Subject Matter Area	Preschool		Grades 1-2-3		Grades 4-5-6		Grades 7-8-9		Grades 10-11-12		TOTALS	
	Public	Non-public	Public	Non-public	Public	Non-public	Public	Non-public	Public	Non-public	Public	Non-public
Reading	68	0	1,781	83	2,027	37	1,462	87	494	67	5,832	274
Language Arts	43	0	264	32	261	22	429	39	260	25	1,257	118
Mathematics	48	0	755	40	1,245	85	889	65	290	23	3,227	213
Science	9	0	2	0	2	0	55	9	20	2	88	11
Social Studies	9	0	2	0	4	6	59	9	93	2	167	17
Emotional and Social Stability	13	0	345	2	428	2	634	50	214	34	1,634	88
Self-image	30	0	784	42	1,031	74	901	92	435	53	3,181	261
Attitude	30	1	652	17	848	20	952	56	425	34	2,907	128
Study Skills	33	0	548	19	736	9	618	55	354	36	2,289	119
Attention Span	23	0	552	15	578	9	386	48	269	30	1,808	102
Affective or Psychomotor	10	0	198	82	216	50	185	3	131	0	740	135

STATE SUMMARY OF ESEA TITLE I PROGRAMS, FALL 1973 THROUGH SUMMER 1974

(Programs for Children in Low Income Areas and Children Living in Local and State Institutions)

A. TOTAL RESIDENTS, TOTAL IN TITLE I PROJECT AREAS, AND TOTAL LIVING IN LOCAL AND STATE INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN *(Unduplicated count)*

RESIDENT CHILDREN	NUMBER OF SCHOOL AGE CHILDREN				TOTAL
	ENROLLED IN PUBLIC SCHOOLS	ENROLLED IN NONPUBLIC SCHOOLS	ENROLLED IN INSTITUTION SCHOOLS	NOT ENROLLED IN ANY SCHOOL	
1. In Local School Districts	145,491	6,167	-0-	158	151,816
a. In Low Income Areas	88,197	5,138	-0-	158	93,493
b. In Local Institutions for Neglected and Delinquent Children	243	-0-	-0-	-0-	243
2. In State Institutions for Neglected and Delinquent Children	-0-	-0-	309	-0-	309
3. TOTAL *(Sum of Lines A-1 and A-2)*	145,491	6,167	309	158	152,125

B. NUMBER OF CHILDREN WHO PARTICIPATED IN TITLE I PROGRAMS *(Unduplicated count)*

GRADE LEVEL	CHILDREN LIVING IN LOW INCOME AREAS AND/OR INSTITUTIONS *(local)* FOR NEGLECTED AND DELINQUENT CHILDREN				CHILDREN LIVING IN STATE INSTITUTIONS FOR NEGLECTED OR DELINQUENT CHILDREN			
	ENROLLED IN PUB. SCHS. *(a)*	ENROLLED IN NONPUB. SCHS. *(b)*	ENROLLED IN INST. SCHS. *(c)*	TOTAL *(Cols. a, b, & c)* *(d)*	ENROLLED IN PUB. SCHS. *(e)*	ENROLLED IN NONPUB. SCHS. *(f)*	ENROLLED IN INST. SCHS. *(g)*	TOTAL *(Cols. e, f, & g)* *(h)*
1. Prekindergarten and Kindergarten	60	-0-	-0-	60	-0-	-0-	-0-	-0-
2. Grades 1-6	4,708	278	-0-	4,986	-0-	-0-	60	60
3. Grades 7-12	2,655	192	-0-	2,847	50	-0-	199	249
4. TOTAL	7,423	470	-0-	7,893	50	-0-	259	309

C. NUMBER OF PARTICIPANTS WHO RECEIVED INSTRUCTIONAL & SERVICE ACTIVITIES IN TITLE I PROGRAMS *(Duplicated Count)*

ACTIVITIES	LEA PROGRAM PARTICIPANTS		STATE AGENCY PROGRAM PARTICIPANTS
	FROM LOW INCOME AREAS	FROM LOCAL INSTITUTIONS	
1. Direct Educative Services a. English *(Limited English background)*	-0-	-0-	-0-
b. Reading *(Not including line a)*	6,106	90	309
c. Other English Language Arts *(Not including lines a and b)*	1,375	-0-	-0-
d. Vocational	-0-	-0-	-0-
e. Mathematics	3,440	40	210
f. Special Activities for Handicapped	-0-	-0-	-0-
g. All Other Direct Educative Services	1,127	-0-	309
2. Supporting Services a. Attendance, Social Work, Guidance, and Psychology	13,487	50	309
b. Health and Nutrition	-0-	-0-	-0-
c. Pupil Transportation	-0-	-0-	-0-
d. All Other Supporting Services	-0-	-0-	-0-

D. NUMBER OF CHILDREN WHO PARTICIPATED IN TITLE I PROGRAMS BY RACIAL/ETHNIC GROUP

(To be provided if available)

ETHNIC GROUP	LEA PROGRAMS FOR CHILDREN IN LOW INCOME AREAS AND/OR CHILDREN IN LOCAL INSTITUTIONS (a)	STATE AGENCY PROGRAMS FOR CHILDREN IN STATE INSTITUTIONS (b)	TOTAL (Sum of cols. a & b) (c)
1. Black/Negro			
2. American Indian			
3. Oriental/Polynesian			
4. Spanish-Surnamed American			
5. Caucasian *(Other than Spanish-Surnamed American)*			
6. TOTAL			

THIS INFORMATION IS NOT AVAILABLE. MONTANA DOES NOT IDENTIFY EDUCATIONALLY DISADVANTAGED CHILDREN BY ETHNIC GROUP.

E. TOTAL NUMBER *(FTE)* OF STAFF MEMBERS ASSIGNED TO TITLE I PROGRAMS FOR WHICH SALARY PAYMENTS ARE MADE FROM TITLE I FUNDS *(Count each staff member only once if he participated in both regular and summer school term programs)*

STAFF MEMBERS	LEA PROGRAMS FOR CHILDREN IN LOW INCOME AREAS AND/OR CHILDREN IN LOCAL INSTITUTIONS (a)	STATE AGENCY PROGRAMS FOR CHILDREN IN STATE INSTITUTIONS (b)	TOTAL (Sum of cols. a & b) (c)
1. Teachers	227.70	7.00	234.70
2. All Other Educational Professionals	21.20	0	21.20
3. Education Aides	289.94	3.00	292.94
4. All Other Professional and Non-Professional staff	13.35	0	13.35
5. TOTAL	552.19	10.00	562.19
6. Number of Staff Members Reported in Item 5, above, Who Received Inservice Training	359.10	5.00	364.10

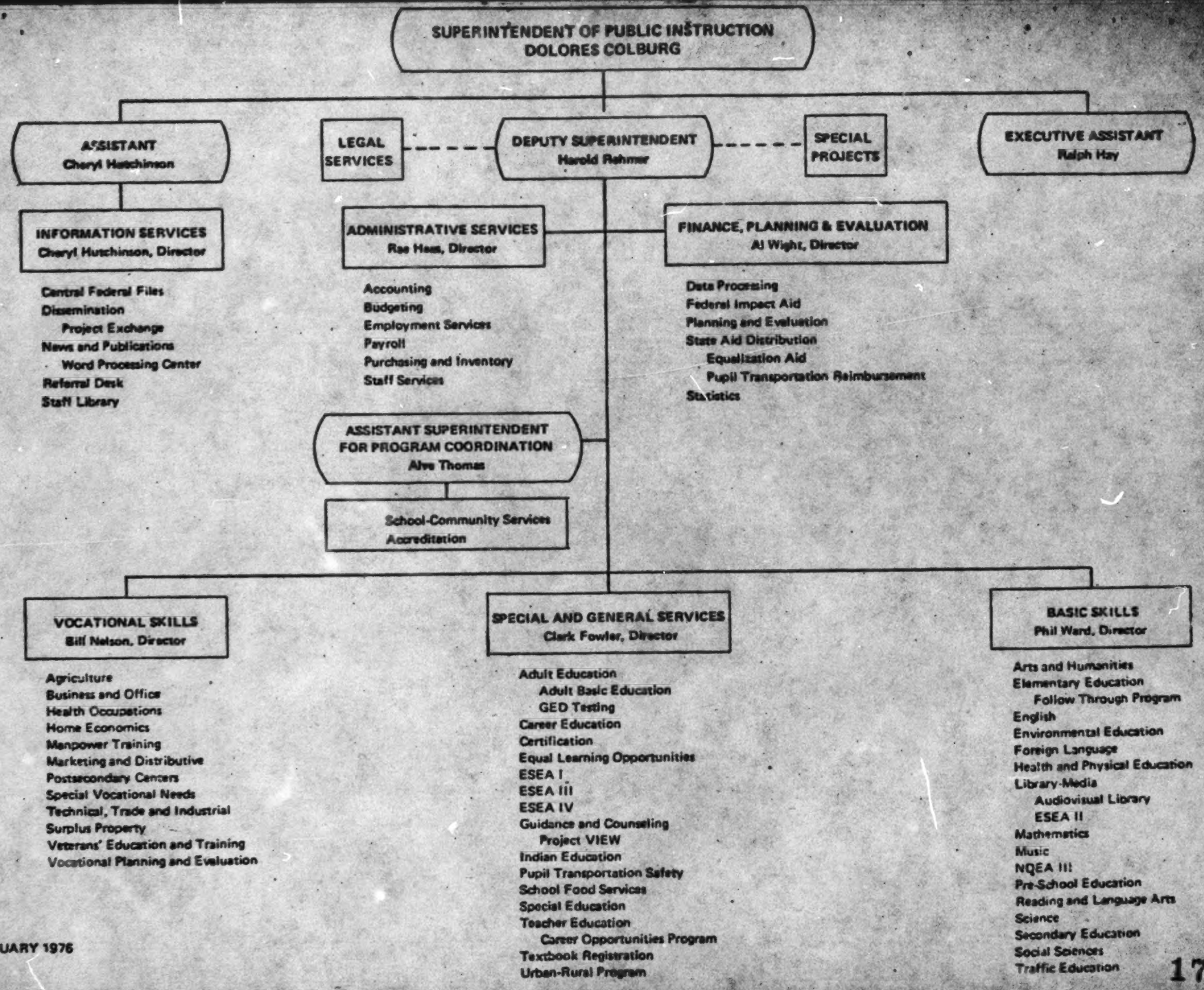
F. NUMBER OF PARENTS *(of Title I Participants)* WHO PARTICIPATED IN DISTRICT AND SCHOOL ADVISORY COMMITTEES AND IN TITLE I PROGRAM ACTIVITIES

ITEMS	LEA PROGRAMS FOR CHILDREN IN LOW INCOME AREAS AND/OR CHILDREN IN LOCAL INSTITUTIONS (a)	STATE AGENCY PROGRAMS FOR CHILDREN IN STATE INSTITUTIONS (b)	TOTAL (Sum of cols. a & b) (c)
1. Parent Councils	925	0	925
2. Title I Activities	6	25	31
3. TOTAL	931	25	956

STATE ORGANIZATION

The administration of the ESEA Title I program at the state level is conducted by a staff of five professionals (one supervisor, three program specialists, one fiscal administrator) and two secretaries. The Title I supervisor is responsible for the overall administration of Title I. However, administratively the state is divided into three regions with a program specialist responsible for program activities in each region (see page 11). These activities include consultation, planning, project approval, implementation, operation, evaluation and monitoring. The Title I fiscal administrator is responsible for maintaining fiscal control and fiscal accountability and making monthly payments for all Title I programs. The fiscal administrator and the program specialists work together on program budgeting, fiscal control and fiscal accountability.

Each program specialist plans and conducts on-site visits, planning sessions and team reviews in their region. During the 1974-75 school year, the staff monitored 96 programs which involved 483 local staff members, conducted 40 planning sessions which involved 356 local staff members, conducted 6 team reviews, accompanied the U.S. Office of Education staff on 9 reviews and on 13 occasions conducted special meetings, conferences or workshops for parents, Title I staff and administrators. During program monitoring, the staff used a plan which included a review of administration and supervision, attendance and target areas, comparability, staffing, inservice training, parent and parent advisory council involvement, nonpublic school involvement, supportive services, needs assessment, objectives, evaluation, fiscal records and accountability.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Equal Learning Opportunities
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ESEA III
ESEA IV
Guidance and Counseling
Project VIEW
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Pupil Transportation Safety
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Teacher Education
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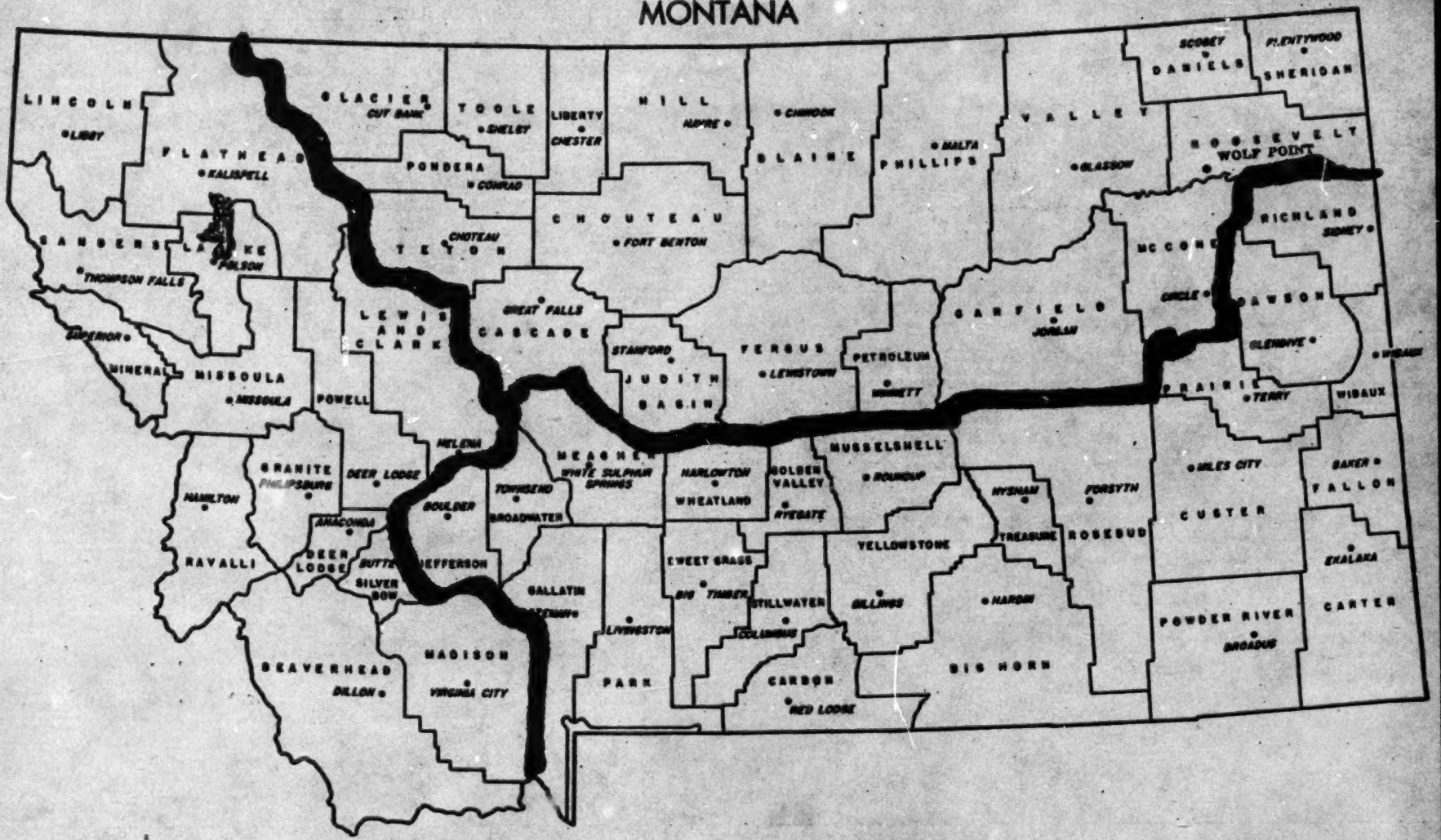
Arts and Humanities
Elementary Education
Follow Through Program
English
Environmental Education
Foreign Language
Health and Physical Education
Library-Media
Audiovisual Library
ESEA II
Mathematics
Music
NQEA III
Pre-School Education
Reading and Language Arts
Science
Secondary Education
Social Sciences
Traffic Education

MONTANA



No. 1052 — County Outline Map
STATE PUBLISHING COMPANY
Helena

The monitoring process included an entrance conference, questioning and interviewing of local staff, observation of project activities, review of records and documentation and an exit conference. All monitoring was followed up with a formal review letter which included a verification of compliance or non-compliance with the approved application and the regulations, statements of strengths, statements of deficiencies and recommendations or suggestions for corrective actions or improvement.

INSERVICE TRAINING

A statewide Title I workshop was held on April 23 and 24, 1975 in the Colonial Hilton, a convention center in Helena. The authorized representatives, instructional staff, the chairperson or a member of the parent advisory council and the clerk or fiscal record person of all projects were invited to attend. A total of 404 people registered. The purposes of the workshop were to: review and discuss the general administration of Title I, including future funding, the Education Amendments of 1974 (P.L. 93-380) and the proposed new Title I regulations and guidelines recently published in the Federal Register; present and discuss the financial administration and fiscal accountability of Title I funds, including budget preparation, the keeping of accurate and detailed records of receipts and expenditures and reporting requirements; present and discuss how parents and the parent advisory council may become involved in all aspects of Title I, and discuss the legal requirements outlined in the proposed regulations and guidelines regarding the selection of council members; present and discuss how education aides

and tutors may become effective members of the Title I instructional staff, including suggested plans for coordinated training programs and the development of the most effective ways the professional and para-professional staff can work together for the benefit of the disadvantaged student; and present and discuss the latest educational techniques, instructional methods, materials and curriculum related to raising the educational attainment of the disadvantaged student in two basic skills areas--reading and mathematics.

Of the 404 people who registered, 101 people participated in the general administration session; 41 people participated in the financial administration session; 192 people participated in the reading sessions; 119 people participated in the mathematic sessions; 164 people participated in the aide and tutor sessions; and 113 people participated in the parent advisory council sessions.

ACHIEVEMENT DATA

Title I Reading Gains

During the 1974-75 school year, a total of 7,893 students were involved in 140 regular and summer term Title I projects. Appropriate and usable information was reported on 3,151 students, which represents 52 percent of the total 6,106 students participating in Title I reading projects. The data presented was limited to those projects that: 1) completed expectancy objectives, 2) completed pre- and post-testing, 3) utilized standardized tests and 4) reported scores in grade equivalents. The above criteria

accounts for the low percentage of student data that was usable for this report.

The tables on pages 15 to 19 reflect the many and varied tests used to measure reading gains. This report does not attempt to provide data regarding one test, but to provide a picture of the reading gains or losses as measured by the many testing instruments used.

The following tests were used to measure student achievement gains in reading: Gates-MacGinitie Reading Test, Wide Range Achievement Test--Reading Section, Durrell Reading Test, SRA Achievement Test--Reading Section, California Achievement Test--Reading Section, Spache Reading Test, Metropolitan Achievement Test--Reading Section, Iowa Test of Basic Skills--Reading Section and Stanford Achievement Test--Reading Section.

Analysis of pre- and post-test data indicates that students in the Title I reading programs did make satisfactory progress. However, in many cases, the student gains did not reach the expectancy gains as established by the local school district officials. The above fact appears to indicate that the district officials established expectancy objectives that were too high for the students involved in Title I reading programs. The mean gain ranged from zero months to two years zero months. School officials should be encouraged to set more realistic, obtainable objectives for the Title I reading projects.

Data reported by school district officials reveals that mean deficiencies are greater at the high school and junior high school level than the

primary or intermediate school level. Also, mean gains for the above indicate the same trend. However, the above can be directly related to the number of years the students have attended school and because older students' deficiencies are much greater and gains are easier to show with an individualized program. The trend does not indicate that a corrective program is better than a preventive program. The post-test data does show that at the termination of the projects primary students are achieving much closer to grade level. Therefore, the priorities of the program, preventive, corrective or combination of the two, established by school officials should remain as a local school district decision.

TABLE IV

GATES-MACGINITIE READING TEST

Grade Level	Number of Students	Mean Expected Gain	Pre-test Mean Score	Post-test Mean Score	Loss or Gain
K	0	0	0	0	0
1	2	2.0	.8	1.9	.8
2	10	1.1	1.3	2.3	1.0
3	5	1.8	2.1	3.3	1.2
4	5	2.0	2.9	3.8	.9
5	5	1.8	3.4	4.5	1.1
6	6	2.0	4.5	6.2	1.7
7	5	.6	3.5	5.1	1.6
8	0	0	0	0	0
9	1	.8	3.0	3.0	0
10	10	2.0	6.7	8.4	1.7
11	15	2.0	7.5	9.2	1.7
12	6	2.0	9.1	11.0	1.9

TABLE V

WIDE RANGE ACHIEVEMENT TEST--READING SECTION

Grade Level	Number of Students	Mean Expected Gain	Pre-test Mean Score	Post-test Mean Score	Loss or Gain
K	0	0	0	0	0
1	0	0	0	0	0
2	8	1.1	1.5	2.7	1.2
3	5	.6	2.3	3.5	1.2
4	3	1.2	3.3	5.0	1.7
5	5	1.8	3.8	5.2	1.4
6	10	.8	5.5	6.8	1.3
7	8	.4	6.1	7.3	1.2
8	8	1.9	6.2	7.8	1.6
9	8	.9	5.4	6.6	1.2
10	13	.9	6.7	8.1	1.4
11	6	1.3	7.1	9.1	2.0
12	1	.7	3.9	4.2	.3

TABLE VI

DURRELL READING TEST

Grade Level	Number of Students	Mean Expected Gain	Pre-test Mean Score	Post-test Mean Score	Loss or Gain
K	0	0	0	0	0
1	0	0	0	0	0
2	9	.9	1.7	2.5	.8
3	10	.8	1.9	3.0	1.1
4	23	.6	2.9	3.5	.6
5	15	.6	3.6	4.3	.7
6	30	.6	4.1	4.8	.7
7	8	.5	4.8	5.5	.7
8	8	.5	3.9	4.3	.4
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0

TABLE VII

SRA ACHIEVEMENT TEST--READING SECTION

Grade Level	Number of Students	Mean Expected Gain	Pre-test Mean Score	Post-test Mean Score	Loss or Gain
K	0	0	0	0	0
1	12	.9	.7	1.7	1.0
2	22	.8	2.0	3.0	1.0
3	17	.7	2.5	3.2	.7
4	6	.7	3.5	3.8	.3
5	10	.6	3.2	4.0	.8
6	12	.7	4.6	5.9	1.3
7	13	1.2	5.3	5.7	.4
8	15	1.5	6.1	6.8	.7
9	11	1.3	8.1	8.8	.7
10	7	1.5	9.0	10.2	1.2
11	4	1.2	9.4	9.2	-.2
12	0	0	0	0	0

TABLE VIII

CALIFORNIA ACHIEVEMENT TEST--READING SECTION

Grade Level	Number of Students	Mean Expected Gain	Pre-test Mean Score	Post-test Mean Score	Loss or Gain
K	0	0	0	0	0
1	25	.3	.8	1.6	.8
2	24	.3	1.8	2.6	.8
3	9	.5	2.3	3.7	1.4
4	20	.4	3.3	4.2	.9
5	14	.5	3.7	4.3	.6
6	15	.5	5.1	6.0	.9
7	30	.4	4.7	5.3	.8
8	19	.4	5.8	6.3	.5
9	9	.2	6.6	7.2	.6
10	1	.2	5.8	6.2	.4
11	0	0	0	0	0
12	0	0	0	0	0

TABLE IX

SPACHE READING TEST

Grade Level	Number of Students	Mean Expected Gain	Pre-test Mean Score	Post-test Mean Score	Loss or Gain
K	0	0	0	0	0
1	26	1.0	.3	1.9	1.6
2	21	1.0	1.5	2.8	1.3
3	21	1.0	2.4	3.4	1.0
4	22	1.0	3.7	4.7	1.0
5	27	1.3	4.0	4.9	.9
6	21	1.1	4.4	5.7	1.3
7	18	1.5	4.6	6.0	1.4
8	23	1.5	4.9	6.6	1.7
9	6	1.5	5.3	7.6	2.3
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0

TABLE X

METRCPOLITAN ACHIEVEMENT TEST--READING SECTION

Grade Level	Number of Students	Mean Expected Gain	Pre-test Mean Score	Post-test Mean Score	Loss or Gain
K	0	0	0	0	0
1	46	.7	.8	1.6	.8
2	46	.6	1.7	2.4	.7
3	41	.8	2.5	3.1	.6
4	37	.8	3.2	3.9	.7
5	46	.9	3.9	4.8	.9
6	40	.5	4.6	5.5	.9
7	19	.5	4.8	5.8	1.0
8	8	.5	5.6	6.0	.4
9	8	2.0	7.5	7.6	.1
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0

TABLE XI

IOWA TEST OF BASIC SKILLS--READING SECTION

Grade Level	Number of Students	Mean Expected Gain	Pre-test Mean Score	Post-test Mean Score	Loss or Gain
K	0	0	0	0	0
1	8	.5	.9	1.6	.7
2	31	1.0	1.6	2.9	1.3
3	78	.8	2.3	3.1	.8
4	70	.8	3.0	3.7	.7
5	76	.6	3.5	4.7	1.2
6	72	.9	4.7	5.7	1.0
7	73	1.1	4.8	5.8	1.0
8	75	1.2	5.7	6.9	1.2
9	37	1.2	6.5	7.4	.9
10	23	1.1	6.7	7.6	.9
11	10	1.0	7.6	8.4	.8
12	1	.5	9.8	10.3	.5

TABLE XII

STANFORD ACHIEVEMENT TEST--READING SECTION

Grade Level	Number of Students	Mean Expected Gain	Pre-test Mean Score	Post-test Mean Score	Loss or Gain
K	0	0	0	0	0
1	110	.7	.8	1.6	.8
2	201	.8	1.7	2.5	.8
3	185	.7	2.2	3.2	1.0
4	164	.8	2.8	3.4	.6
5	123	1.0	4.1	5.2	1.1
6	156	.9	4.1	4.9	.8
7	206	.9	4.7	5.9	1.2
8	175	1.0	5.6	6.5	.9
9	140	1.0	6.3	7.3	1.0
10	97	1.0	6.6	7.4	.8
11	17	1.0	9.3	9.3	.0
12	4	1.0	8.7	9.9	1.2

Title I Mathematics Gains

During the 1974-75 school year, a total of 7,893 students were involved in 140 regular and summer term Title I projects. Appropriate and usable information was reported on 1,459 students, which represented 42 percent of the total 3,440 students participating in Title I mathematics projects. The data presented was limited to those projects that: 1) completed expectancy objectives, 2) completed pre- and post-testing, 3) utilized standardized tests and 4) reported scores in grade equivalents. The above criteria accounts for the low percentage of student data that was usable for this report.

The tables on pages 21 to 24 reflect the many and varied tests used to measure math gains. This report does not attempt to provide data regarding one test but to provide a picture of the math gains or losses as measured by the many testing instruments used.

The following tests were used to measure student achievement gains in mathematics: Key Math Test, Wide Range Achievement Test--Math Section, California Achievement Test--Math Section, Metropolitan Achievement Test--Math Section, SRA Achievement Test--Math Section, Iowa Test of Basic Skills--Math Section and Stanford Achievement Test--Math Section.

Analysis of pre- and post-test data indicates that students in the Title I mathematics programs did make satisfactory progress. Data presented shows that student gains did exceed the expectancy objectives as established. It appears that objectives set were realistic and obtainable for students involved in the Title I programs. The mean gain ranged from a loss of two months to a gain of four years three months.

Data reported by school district officials reveals that mean deficiencies are greater at the high school and junior high school level than the primary or intermediate school level. Also, mean gains for the above indicate the same trend. However, the above can be directly related to the number of years the students have attended school and because older students' deficiencies are much greater and gains are easier to show with an individualized program. The trend does not indicate that a corrective program is better than a preventive program. The post-test data does show that at the termination of the projects primary students are achieving much closer to grade level. Therefore, the priorities of the program, preventive, corrective or combination of the two, established by district officials should remain as a local school district decision.

TABLE XIII

KEY MATH TEST

Grade Level	Number of Students	Mean Expected Gain	Pre-test Mean Score	Post-test Mean Score	Loss or Gain
K	0	0	0	0	0
1	0	0	0	0	0
2	0	0	0	0	0
3	2	1.0	2.6	3.7	1.1
4	2	1.0	3.6	4.8	1.2
5	10	1.0	3.8	5.6	1.8
6	10	1.0	5.0	7.3	2.3
7	9	1.0	5.1	6.2	1.1
8	9	1.0	5.3	6.7	1.4
9	4	1.0	6.0	5.8	-.2
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0

TABLE XIV

WIDE RANGE ACHIEVEMENT TEST--MATH SECTION

Grade Level	Number of Students	Mean Expected Gain	Pre-test Mean Score	Post-test Mean Score	Loss or Gain
K	0	0	0	0	0
1	0	0	0	0	0
2	7	.8	1.7	2.7	1.0
3	3	.8	2.3	3.6	1.3
4	3	.8	3.3	4.5	1.2
5	11	1.0	3.9	5.4	1.5
6	8	1.0	4.4	5.7	1.3
7	6	1.0	4.2	5.0	.8
8	4	1.0	5.8	6.3	.5
9	12	.6	5.2	6.5	1.3
10	5	.6	5.5	6.7	1.2
11	1	.7	4.9	6.1	1.2
12	1	.7	2.6	3.3	.7

TABLE XV

CALIFORNIA ACHIEVEMENT TEST--MATH SECTION

Grade Level	Number of Students	Mean Expected Gain	Pre-test Mean Score	Post-test Mean Score	Loss or Gain
K	0	0	0	0	0
1	3	.5	.8	1.4	.6
2	8	.6	1.7	2.5	.8
3	4	.5	2.8	3.2	.4
4	7	.6	3.6	4.7	1.1
5	9	.6	4.3	5.4	1.1
6	7	.5	[illegible]	6.3	1.2
7	13	.6	5.6	5.8	.2
8	11	.6	6.5	6.9	.4
9	1	.6	8.7	13.0	4.3
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0

TABLE XVI

METROPOLITAN ACHIEVEMENT TEST--MATH SECTION

Grade Level	Number of Students	Mean Expected Gain	Pre-test Mean Score	Post-test Mean Score	Loss or Gain
K	0	0	0	0	0
1	21	.6	.7	1.6	.9
2	14	.8	1.5	2.3	.8
3	24	.9	2.3	3.6	1.3
4	18	.9	3.4	4.3	.9
5	22	.9	3.9	5.1	1.2
6	30	.7	4.5	5.5	1.0
7	16	.7	4.4	5.2	.8
8	11	.6	6.0	6.5	.5
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0

TABLE XVII

SRA ACHIEVEMENT TEST--MATH SECTION

Grade Level	Number of Students	Mean Expected Gain	Pre-test Mean Score	Post-test Mean Score	Loss or Gain
K	0	0	0	0	0
1	5	.8	1.0	1.7	.7
2	8	.8	1.8	2.7	.9
3	6	.5	2.4	3.1	.7
4	30	1.2	3.1	3.4	.3
5	46	.9	3.1	4.3	1.2
6	48	.9	3.8	5.1	1.3
7	26	1.3	4.7	5.6	.9
8	31	1.2	5.7	6.7	1.0
9	6	1.2	7.2	8.6	1.4
10	4	1.2	8.8	9.9	1.1
11	1	.3	6.6	7.6	1.0
12	0	0	0	0	0

TABLE XVIII

IOWA TEST OF BASIC SKILLS—MATH SECTION

Grade Level	Number of Students	Mean Expected Gain	Pre-test Mean Score	Post-test Mean Score	Loss or Gain
K	0	0	0	0	0
1	2	.5	1.0	2.2	1.2
2	8	.7	1.2	3.0	1.8
3	22	.5	2.4	3.0	.6
4	42	.9	3.1	3.9	.8
5	38	1.0	3.4	4.5	1.1
6	53	1.1	4.6	5.7	1.1
7	73	1.0	4.8	5.9	1.1
8	62	1.1	6.0	7.0	1.0
9	21	1.2	7.3	8.0	.7
10	13	1.2	7.6	8.2	.6
11	4	.3	8.8	9.6	.8
12	0	0	0	0	0

TABLE XIX

STANFORD ACHIEVEMENT TEST—MATH SECTION

Grade Level	Number of Students	Mean Expected Gain	Pre-test Mean Score	Post-test Mean Score	Loss or Gain
K	0	0	0	0	0
1	35	.8	.9	1.7	.8
2	66	.8	2.1	2.9	.8
3	67	.7	2.7	3.0	.3
4	76	.8	3.4	4.1	.7
5	71	.9	3.8	4.6	.8
6	58	.8	4.4	5.0	.6
7	47	.8	5.4	6.3	.9
8	68	1.0	6.0	6.5	.5
9	37	.9	6.0	6.6	.6
10	57	1.0	7.0	7.8	.8
11	2	.7	9.5	10.0	.5
12	0	0	0	0	0